

School District of La Crosse
Grade 8 Language Arts Curriculum
Reading

Student Performance Outcomes	Mandatory Teaching Strategies to Achieve Outcomes
District Outcome: The student constructs meaning from print and other media.	
<p>Wisconsin Standard A.8.1 – By the end of grade eight, students will use effective reading strategies to achieve their purposes in reading.</p> <p>Wisconsin Standard A.8.2 – By the end of grade eight, students will read, interpret, and critically analyze literature.</p>	
<p>The student</p> <ul style="list-style-type: none"> • knows and applies <u>pre-reading</u> strategies when reading <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level <ul style="list-style-type: none"> ○ activates background knowledge/makes connections ○ makes predictions ○ sets purpose for reading ○ asks questions ○ infers ○ visualizes ○ reads the back or inside cover of books ○ notes illustrations ○ notices table of contents and chapter headings if applicable ○ creates mental images • uses knowledge of the visual features of texts such as <ul style="list-style-type: none"> ○ headings and boldface print ○ pictures, captions, illustrations ○ italics • uses knowledge of text structures such as <ul style="list-style-type: none"> ○ sequential/chronological ○ descriptive ○ main idea/supporting details ○ cause/effect ○ compare/contrast 	<p>The teacher</p> <ul style="list-style-type: none"> • teaches <u>pre-reading</u> strategies to increase comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level <ul style="list-style-type: none"> ○ previewing ○ activating background knowledge ○ setting purpose for reading ○ making connections* ○ asking questions ○ inferring ○ visualizing ○ modeling think-alouds* • provides practice using <u>pre-reading</u> frames and visual features of text to increase comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level <ul style="list-style-type: none"> ○ text organizers ○ graphic organizers* ○ FQR (Fact-Question-Response)* ○ structured overviews*(non-fiction) ○ anticipation guides*/** ○ directed reading/thinking activities (DRTA)* ○ RIVET* • teaches common text structures such as <ul style="list-style-type: none"> ○ sequential/chronological ○ descriptive ○ main idea/supporting details ○ cause/effect ○ compare/contrast

*See Resource Guide

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<p>The student</p> <ul style="list-style-type: none">understands the meaning and use of a prologue/epilogueknows and applies <u>during-reading</u> strategies for <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level<ul style="list-style-type: none">makes connectionssynthesizesasks questionsvisualizesinferssummarizesuses context clues to identify unknown words (Strategies That Work^{©**})uses two column notetaking*uses graphic organizers*uses journal entries*uses informal writing such as blogs, quick writes, sticky notes**uses QAR*retellsshares/discussesdemonstrates fluency when reading* <p>Reading Fluency-Automaticity wcpm = words correct per minute</p> <table><tr><th>Grade</th><th>Fall wcpm</th><th>Winter wcpm</th><th>Spring wcpm</th></tr><tr><td>2</td><td>30-80</td><td>50-100</td><td>70-130</td></tr><tr><td>3</td><td>50-110</td><td>70-120</td><td>80-140</td></tr><tr><td>4</td><td>70-120</td><td>80-130</td><td>90-140</td></tr><tr><td>5</td><td>80-130</td><td>90-140</td><td>100-150</td></tr><tr><td>6</td><td>90-140</td><td>100-150</td><td>110-160</td></tr><tr><td>7</td><td>100-150</td><td>110-160</td><td>120-170</td></tr><tr><td>8</td><td>110-160</td><td>120-180</td><td>130-180</td></tr></table> <p>From: Raskinski, Timothy V. and Nancy Padak (2005). <i>3-Minute Reading Assessments – Word Recognition, Fluency, and Comprehension</i>. New York: Scholastic Inc.</p>	Grade	Fall wcpm	Winter wcpm	Spring wcpm	2	30-80	50-100	70-130	3	50-110	70-120	80-140	4	70-120	80-130	90-140	5	80-130	90-140	100-150	6	90-140	100-150	110-160	7	100-150	110-160	120-170	8	110-160	120-180	130-180	<p>The teacher</p> <ul style="list-style-type: none">teaches the meaning and use of prologue/epilogue (introduce in eighth grade)teaches <u>during-reading</u> strategies to increase comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level<ul style="list-style-type: none">making connectionssynthesizingquestioningvisualizinginferringsummarizingusing context clues to identify unknown words (Strategies That Work^{©**})think alouds*QAR*provides practice in using <u>during-reading</u> activities to increase learning and comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level<ul style="list-style-type: none">two-column note taking*graphic organizers*journal entries *blogsquick writes**sticky notes**teaches and provides practice in developing fluency*<ul style="list-style-type: none">readers' theater**repeated readingeasy textAPPROPRIATE LEVEL of text (Choosing Just Right Books*)choral reading (Fluency Instruction*)avoids round robin/popcorn reading as it does not allow significant time for individual reading practice*
Grade	Fall wcpm	Winter wcpm	Spring wcpm																														
2	30-80	50-100	70-130																														
3	50-110	70-120	80-140																														
4	70-120	80-130	90-140																														
5	80-130	90-140	100-150																														
6	90-140	100-150	110-160																														
7	100-150	110-160	120-170																														
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<p>The student</p> <ul style="list-style-type: none"> • uses self-monitoring strategies such as <ul style="list-style-type: none"> ○ self-questioning ○ rereading ○ reading on ○ adjusting reading rate ○ sticky notes • knows and applies <u>post-reading</u> strategies to increase comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level <ul style="list-style-type: none"> ○ makes connections* <ul style="list-style-type: none"> – text-to-text – text-to-self – text-to-world ○ synthesizes* ○ evaluates* ○ asks questions* ○ visualizes* ○ infers* ○ summarizes* (Strategies That Work^{©**}) ○ uses QAR* ○ paraphrases ○ retells ○ journals* ○ quick writes* ○ blogs ○ podcasts ○ sticky notes** • reads, interprets and critically analyzes both fiction and nonfiction • draws on a broad base of knowledge about genre, such as historical fiction, contemporary/realistic fiction, folklore, science fiction, fantasy, mystery/suspense, short stories, drama, poetry, autobiographies/biographies, essays, articles, how-to-books, manuals 	<p>The teacher</p> <ul style="list-style-type: none"> • teaches and provides practice in developing self-monitoring strategies <ul style="list-style-type: none"> ○ self-questioning ○ rereading ○ reading on ○ adjusting reading rate ○ using sticky notes • teaches <u>post-reading</u> strategies to increase comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level (Six Key Strategies That Build Comprehension* and Reading Skills/Strategies Checklist*) <ul style="list-style-type: none"> ○ making connections* ○ synthesizing* ○ evaluating* ○ questioning* ○ visualizing* ○ inferring* ○ summarizing* (Strategies That Work^{©**}) ○ think alouds* ○ QAR* ○ paraphrasing (introduced in seventh grade) • provides practice in a variety of <u>post-reading</u> activities to increase learning and comprehension in <u>FICTION</u> and <u>NONFICTION</u> materials at the students' appropriate reading level <ul style="list-style-type: none"> ○ retelling ○ journal entries* ○ quick writes** ○ blogs ○ podcasts ○ sticky notes** • teaches and provides practice in a variety of genre at appropriate reading levels (introduced in sixth grade) <ul style="list-style-type: none"> ○ genre (historical fiction, contemporary/realistic fiction, folklore, science fiction, fantasy, mystery/suspense, short stories, drama, poetry) ○ non-fiction (essays, articles, how-to books, manuals, autobiographies/biographies)

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<p>Wisconsin State Content Standard A.8.3 - By the end of grade eight, students will read and discuss literary and nonliterary texts in order to understand human experience.</p>	
<p>The student</p> <ul style="list-style-type: none"> identifies the elements of plot development in literature questions the author's use of characters, plot, setting, language, topic, purpose and point of view reads for enjoyment views self as a reader makes connections between life and literature willingly self-selects reading materials at an INDEPENDENT level uses silent reading time productively discusses books formally and informally through literature circles and book clubs gives insightful responses willingly in oral and written form selects reading material appropriate to a purpose 	<p>The teacher</p> <ul style="list-style-type: none"> teaches the elements of plot development in literature <ul style="list-style-type: none"> conflict setting language point of view style character purpose theme prologue/epilogue (introduce in eighth grade) incorporates themes, ideas, and insights from other curricular areas when teaching fiction views self as a reader models /shares reading provides extended class time for reading gives opportunities for choice engages students in oral and written responses through literature circles and book clubs exposes students to Tier 2 and Tier 3 vocabulary words* reads aloud to students regularly from a variety of genre provides weekly LMC time provides access to a variety of reading material and formats at different levels including <ul style="list-style-type: none"> cartoons magazines books for one sitting plays poetry books on tape picture books graphic novels easy-to-finish books creates a comfortable reading environment provides booktalks/sharing

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<p>Wisconsin Standard A.8.4 – By the end of Grade eight, students will read to acquire information.</p>	
<p>The student</p> <ul style="list-style-type: none"> • reads to acquire information • evaluates the accuracy and usefulness of information from different sources <ul style="list-style-type: none"> ○ critically evaluates websites when using them for research purposes 	<p>The teacher</p> <ul style="list-style-type: none"> • teaches students to <ul style="list-style-type: none"> ○ use and interpret technical resources such as charts, tables, travel schedules, and timelines ○ access, use, and interpret print, internet sources, and other media • teaches and requires students to use multiple sources for research

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